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ABSTRACT

An attempt was made to increase dislocated worker's self-esteem and decrease their anxiety through implementation of a technical retraining program that included teaching employability skills and counseling. The program was offered by a community college to 23 dislocated workers. Self-esteem and anxiety were measured three times during the program with a survey and counselor's notes. Results of midcourse surveys spurred such program changes as increased counseling and support staff, technical skills practice, and problem-solving time. During the program, some anxiety was always present and at times could be healthy for promoting change in people. Cause of anxiety shifted from worrying about returning to school after many years at the beginning of the program to worrying about obtaining a job at the end of the program. Evaluation at the end of the program showed a slight increase in self-esteem and a slight decrease in anxiety. (Eleven references are included. Sixteen appendices form the bulk of the document: counseling form; survey form; application for admission; child care referral form; material and book voucher; employment development plan; attendance form; financial aid form; job application form; job search skills test; interview "do's and don'ts" test; sample resume; sample cover letter; career planning chart; job retention questionnaire; and employment verification form.) (NLA)

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THE EFFECT OF NEW TECHNOLOGICAL TRAINING, EMPLOYABILITY SKILLS TRAINING, AND INDIVIDUAL COUNSELING ON THE SELF-ESTEEM AND ANXIETY OF DISLOCATED WORKERS

by

Jeffrey A. Rosenberg

A Practicum Report

Submitted to the Faculty of the Center for Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science

The abstract of this report may be placed in a National Database System for reference.

September, 1991

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ABSTRACT

The Effect of New Technological Training, Employability Skills Training, and Individual Counseling on the Self-Esteem and Anxiety of Dislocated Workers.
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The Center for Advancement of Education.
Descriptors: Adult Education/Self-Esteem/Anxiety/Electromechanical Technology/Vocational Education/Vocational Follow-up/Education-Work Relationship.

An attempt was made to increase self-esteem and decrease anxiety of dislocated workers through implementation of a technical retraining program which included teaching of employability skills and a counseling program. Self-esteem and anxiety were measured three times during the program with a survey developed by the author as well as counselor's notes. Program changes were designed according to what appeared necessary through the survey results. Changes included increased counseling, increased staff to provide supportive services, increased technical skills practice time, and time set aside for the target group to discuss problems together.

The results showed a slight increase in self-esteem and a slight decrease in anxiety. Monitoring students increased the staff's awareness of their job performance and helped to target the cause of these problems. During the program, the author realized that some anxiety would always be present and at times could be healthy for promoting change in people. Cause of anxiety shifted from worrying about returning to school after many years at the beginning of the program, to worrying about job interviews and obtaining a job at the end of the program. Appendices include the survey and counselor notes format used for monitoring as well as all additional forms necessary to run the program.

Final Report:

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CHAPTER I

Purpose

The setting for this practicum was a large community college with over 75,000 students attending annually. Fifty-thousand of these students were from North America and 22,000 were from South America with the remainder being from Africa, Europe, the Near East, and the Far East. Residents of the state made up 99 percent of the enrollees from the United States. Students who receive one to two years of education beyond high school earn approximately $2,340 a year more than those who do not. This institution supplies 25,000 of these educated people to the community annually. Over 9,800 new jobs resulted from the employment of area residents at the college, purchases from local vendors, and increased productivity of residents with higher education. This institution was responsible for approximately 46 million dollars in local spending. Forty-three percent of the total enrollees were over 25 years of age. Fifty-seven and one-half percent of the students were female and 42.5 percent were male. Over 53 percent of the total enrollment was Hispanic, while 17.6 was Black non-Hispanic, and 27.4 percent was White non-Hispanic. Over 64 percent of all students have at least a part time job.

The specific campus of the institution on which this program was located had 36,000 of the total enrollment. On this specific campus, women comprised 55 percent of the student population. There was a tri-ethnic mix, with 22 percent White non-Hispanic, 34 percent Black non-Hispanic, and 42 percent Hispanic

students. The campus was four decades old and is located on a 245-acre site. It had a faculty and staff of nearly 900. Recently, improvement had been made to bring computer application, communication, and electronic technology into the academic programs and campus operations. The campus was developing new partnerships for specialized technical and professional training in business and industry. At this time, the campus was running more than 70 technical programs with industry-based advisory boards which control the program quality. The program on which this practicum is based was an example of one such program and was specifically a collaboration between the Department of Labor and this campus.

The program was developed due to necessity in the community after a large industry lay-off of approximately 7,000 people. The program's aim was to take these people, who had been working in a very specific and narrow field, and re-train them in a more current technological field, microcomputer repair. The program also taught employability skills in order that its graduates would be prepared for the job search process. In addition to job loss, these people had experienced increased anxiety and lowered self-esteem. Along with the aim of new employment for the graduates was the aim of decreasing their anxiety through individual attention when necessary and the aim of increasing self-esteem through the retraining effort.

Broadly, the job of Project Director at this site was to coordinate these Department of Labor, Title III funded training programs. The author served in this

capacity. Primary duties included supervision of the project staff, liaison with the academic areas that provided training to the program participants, preparation of reports to the Department of Labor training office, assurance that the Department of Labor standards were met by the trainees, maintenance of effort by the grant staff to insure that grant money arrived at the college in a timely manner, and coordination with district offices for all internal processing related to the grant. For this particular practicum, the Project Director counseled the trainees with personal problems, taught their employability skills class, assisted in job placement, monitored the program design's effect on anxiety and self-esteem levels of the participants, and supervised the instructor of the trainee's microcomputer repair class.

Initially, when these industry lay-offs began, the Department of Labor South Florida Employment Training Consortium (SFETC) approached this campus with the intention of forming a joint effort in the retraining of these people. The Project Director was hired to coordinate these efforts. After working with these trainees, the Project Director had observed self-esteem and anxiety levels as a problem to be overcome with the program participants, as they had, for the most part, been out of school and employed in the same field for many years. For the practicum, the Project Director monitored the effects of the program design on the anxiety and self-esteem levels of the program participants. As an administrator and instructor, the Project director had the freedom of adapting or changing the structure of a program even in midstream. This allowed for change that would benefit the

students in the area being observed for this practicum.

At a time when high self-esteem and low anxiety level were most important, the dislocated worker often had low self-esteem and a high level of anxiety. Layed-off in an industry with economic troubles and no prospects of growth, the dislocated worker might feel that with his/her very specialized skills in this area, he/she had nowhere to go and that his/her knowledge was therefore useless. When there was no job available in an economy facing recession, anxiety built and could immobilize its victims. Darenwald and Valentine (1985) have evidence that lack of confidence, low personal priority, and personal problems create trouble for retraining efforts.

This marked decrease in self-esteem and increase in anxiety level had been noted by the writer through counseling forms that were filled out for each individual at the time of program entrance. Among the 23 people in this particular session of the program, 10 people remarked in some manner about lowered self-esteem and 14 people remarked in some manner about an increase in anxiety level. Wood and Barnes (1991) assert that methods of teaching technology which are anxiety reducing must be explored.

As the completed counseling forms which have been in use for this program since March 4, 1991 show, this problem has existed not only for this particular group but for all the groups since the program's initiation. It was hoped that the program design would improve self-esteem and decrease anxiety for its participants. A copy of the counseling form appears in the appendices of this

report. (See Appendix A)

The target group for this project was the entire microcomputer repair class from May 1991 through August 1991, numbering 23 participants at the program's start. The members of this group were dislocated workers who had fulfilled the entrance requirements set by the Department of Labor-Employment Training Consortium for these programs. After completion of the four-month microcomputer repair training course, the Project Director expected to see an average increase from the group of participants in self-esteem and an average decrease from the group of participants in anxiety level of at least .5, on the scale from the author developed pre and post survey. Part one of the survey contains three questions with answers based on a scale of four levels. Each level higher denotes a better level of self-esteem. Part two of the survey contains two questions regarding anxiety with answers based on a four level scale. Each level higher denotes an increased amount of anxiety either towards the training situation or the general life situation of the participant

The results were evaluated by the use of a survey developed for this practicum. The survey was answered anonymously be each participant at the beginning, middle, and end of the project. The purpose of the questions were to evaluate anxiety and self-esteem levels. The questions were answered by using a one to four scale. A copy of the survey used appears in the appendix of this report. (See Appendix B)

CHAPTER II

Research and Solution Strategy

With the constant turn over the new technology, workers in technical fields must constantly retrain. As retraining may be the means by which these workers remain employed or acquire new positions in more prosperous areas, the change is closely intertwined with the self-esteem of these people and is often the cause of much of their anxiety. A combination of technological training, employability skills training, and individual attention to the personal needs of these workers can make a successful retraining program.

A large portion of the world, in particular the United States, is experiencing a change over from being an industrial society to becoming an informational society (Alberty & Mihalik, 1989). Much of this change is due to the popularizing of the computer. Microcomputers, especially, are now being commonly used for business, government, and university sectors (Alberty & Mihalik, 1989). In fact, the microcomputer is changing our entire culture, as it impacts on social life and psychological development (Malaney & Thurman, 1989-90). To be a computer literate professional, one must be trained so that the knowledge is acquired which will allow him/her to use computers to the fullest. This training is done in computer laboratories (Alberty & Mihalik, 1989).

Technology often brings with it innovative teaching which can be a motivator for students (Dahlgran, 1990). Students are more frequently pleased with the course content when it involves new technology (Dahlgran, 1990). According

to Dahlgran's "economic model of learning" (1989-90), a teacher must keep four ideas in mind about the students. These four ideas are that the learner gives a value to the materials taught, the learner's time is valuable, learning requires time, and the learner's objective is to make his/her learning live up to its maximum value. The value attributed to the material by the learner may be due to its ability with regards to long-term income generating potential; therefore, innovative teaching may involve increasing the learner's awareness of the course's applicability to career or professional moves (Dahlgran, 1989-90). Dahlgran (1989-90) also explains that when employment is not available to a person, there may be great value in continuing coursework as an alternative for time-use. Due to the increasing popularity of computers in our society, researchers are seeing much in the way of anxiety with regards to learning in this area, and they have pointed out that if this problem becomes more common, teaching methods which reduce anxiety will have to be explored (Jones & Wall, 1989-90). According to Wood and Barnes (1991), anxiety is not only one of the most influential factors in education, but it is almost always a negative one. They also assert that anxiety is increased with exposure to new technology such as the computer. Wood and Barnes (1991) further state that anxiety due to inexperience with computer use affects motivation and performance. As students increase their exposure to computers, their anxiety decreases. The time this reduction takes differs according to the previous experience of the student (Wood & Barnes, 1991). Egan (1990) explains that sometimes a person is unable to cope because he lacks the necessary skills or

method for mobilizing his internal and environmental resources. In this case, skills training in a new area may be the answer (Egan, 1990). Education and training can be the essential components in a plan of action when helping a person (Egan, 1990). Tapp (1988) argues that adult education teachers need to take a look at the real world and realize that they should concentrate on the personal growth and self-esteem of the adults that they are retraining. Wilson (1987) is concerned that teachers working with the unemployed tend to assume that unemployment creates social and psychological problems, and this assumption causes them to respond to their students in an inappropriate manner.

Brookfield (1985) explains that there are six items of critical practice in adult education including (1) voluntary participation, (2) respect for the self-worth, (3) collaboration between teachers and students, (4) application of material, (5) critical reflection, and (6) nurturing the self-direction of these adults. Darkenwald and Valentine (1985) tell that their survey revealed several deterrents to public participation in adult education which teachers must make themselves aware of. These deterrents are: a lack of confidence, lack of course relevance, time constraints, low personal priority, cost, and personal problems. Kerka (1990) lists seven basic job skills that employers would like to see in prospective employees: learning to learn; reading, writing, and computation; oral communication and listening; creative thinking and ability to solve problems; personal management which includes self-esteem, goal setting, motivation, and personal and career development; effectiveness within a group; and organizational effectiveness. In

addition, Kerka (1990) explains that to develop a program which will help to improve basic job-related skills, one must identify the problem, create an action plan, design the curriculum, and evaluate and monitor the program.

The ever changing technology of our times makes retraining programs a necessity and a reality. The low self-esteem and high anxiety of workers in the retraining position make it necessary to give these people not only the new technology skills, but to deal with the effect of the retraining process on the individual. Many of the articles researched contained valuable information regarding essential components for adult retraining programs. Also, the common deterrents from participation in adult education programs should be noted when new programs are designed.

It is obvious that much research can still be done in this area. Programs can be developed which cater to the technological, employment, and personal needs of the adult in the retraining process. Anxiety reducing teaching methods for technological fields should also be researched.

After reviewing the literature, the writer found that the idea of retraining dislocated workers in more current technological fields is widely supported. Egan (1990) supports skills training as a form of therapy. As the problem viewed by the writer was one of lowered self-esteem and increased anxiety in dislocated workers, the writer's intent was to also make individual counseling available to the participants. In addition, the participants completed an employability skills class; the purpose of which was to prepare them properly for job search procedures and

to help them to feel better about themselves as prepared individuals when they embark on the job search.

In keeping with Darkenwald and Valentine's (1985) list of possible deterrents to participation in such programs, the writer examined this program design for relief from these deterrents. This program dealt with lack of confidence and personal problems through counseling; course relevance through teaching skills which enabled these dislocated workers to become employed again; and personal priority and time constraints by offering the program during what would normally have been the working hours of the participants. Kerka's (190) idea, that the students must be aware of the basic attributes that employers are looking for in prospective employees was brought to life in the employability skills class.

CHAPTER III

Method

Before the program began, there was an in-take procedure for all applicants. During the in-take procedure, the applicants first had to prove that they had been layed-off, were receiving unemployment, or were not working 13 out of the last 26 weeks. After they had shown proof, they were certified as eligible participants and referred to any additional necessary social service agencies. Once an applicant completed the in-take procedure, he/she was sent to an orientation during which time each chose to enter either a training program, such as the target population, or an associate or bachelor degree program. Once the target population of 23 had emerged from the orientation process, the Table of Adult Basic Education (TABE) test was administered to each person. Due to necessity some were given additional remedial education. Three of the target population required remedial training. At this point, the participants formally signed up for their microcomputer repair course and the employability skills training which was automatically included with all of the training programs. After signing up, the participants met individually with a counselor. The counselor created a file which consisted of all of the participant's South Florida Educational and Training Consortium (SFETC) forms, an Educational Development Plan form which was filled out by the counselor and participant, and a counseling form on which all counseling visits and their results would be recorded. After the counselor had set up the file, he/she planned for the participant's supportive services which usually

included transportation, child care, meal allowance, materials, book vouchers, and the setting up of any personal counseling necessary at that point. The participant was then ready to begin microcomputer repair and employability skills training. It was at the start of employability skills training that the writer's survey was administered for the first time. Midway through the employability skills course which was on the fifth week of this ten-week course, the survey was administered again. During this ten-week period, personal counseling was available to all participants upon their request or upon observation of a problem by an instructor, counselor, or administrator. Based on the second survey results which showed a slight decrease in self-esteem and the counseling notes which showed that students were very concerned about (1) being able to obtain jobs and (2) having their unemployment payments cut off, the author decided that program improvements were necessary. Therefore, as of July 1, 1991, a full-time counselor was hired and the part-time job developer was hired as a full-time employee by the writer. In addition, a second job developer was hired. Time was set aside each week for group problems to be discussed in class and individual counseling continued as requested or needed. Once a week, the job developer practiced employability skills with the participants to increase their comfort with these skills and, therefore, decrease their anxiety about interviewing for and obtaining jobs. On the last day of employability skills class, the survey was administered for the third and last time. Again the results were tabulated. The three sets of surveys were examined for signs of improvement in self-esteem and decreased anxiety

among participants. Overall, the self-esteem increased by three tenths of a point. While these results were not as dramatic as the author had anticipated, during the course of this program, certain things became evident regarding anxiety. First, some healthy anxiety was necessary to get the participants moving past the numbing shock of becoming unemployed. Second, an increase in anxiety between the middle and end of the program should have been expected, as the author later realized that the end of the program and the beginning of the job search is a critical time for participants. At the end of microcomputer skills training, which lasted for four and one-half months, a Job Developer helped to place the participants.

There were several people involved in the running of this program, and they were all therefore involved in some facet of this practicum. The writer served as the Project Director with overall responsibility for delivery of all program services to the participants. For the purpose of this practicum the Project Director assisted with employability skills training, counseling, and administered the survey. The Counselors, including the author, assisted in the personal and social development of the participants. The Microcomputer Repair Instructor delivered knowledge and vocational training in microcomputer repair technology. Persons to run the orientation were provided to the school by the SFETC. At the end of the program, Job Developers assisted in job placement activities. These staff members also assisted in teaching the employability skills course.

A program such as this required much in the way of supplies. There was

the Table of Adult Basic Education (TABE) test which was administered to see if remedial education was necessary. Also required by SFETC were the following forms: educational development plan, counseling, attendance, child care, financial aid, and book and material vouchers. To evaluate the program, a survey form, developed by the writer, was used. For the microcomputer skills class the following were distributed: text books, calculators, volt meters, power boards, VCR's, tool kits, memory boards and microchip boards. For the employability skills class, there were several handouts which included job application completion, job hunting skills, interview techniques, sample resumes and cover letters, career planning, and job retention. For the purpose of receiving grant money to keep the program running, employment verification forms were used to show proof of employment to the SFETC after program graduates had been employed for 30 and 90 days.

Prior to the first week of the actual program start, the TABE test was administered and all required SFETC forms were completed. At the start of program week one, microcomputer repair skills and employability skills training began with the Project Director serving as the employability skills teacher throughout the course. Counseling was available and the first survey was administered and averaged by the Project Director. During week two, both training courses continued, counseling was available, and books and calculators were distributed. During week three, training continued with counseling available. On the fourth week, attendance forms were collected by the Project Director to provide

documentation for release of funds for supportive services, volt meters were distributed to students, and training continued with counseling available. Week five marked midway through employability skills training and the survey was administered again. Additions to staff and an increase in counseling times and types were made at this time, because the survey results were not those desired by the writer. Therefore, the writer, because of his duties as Project Director, took on more of the counseling duties in order to absorb the increased case load. Training continued with counseling available. During week six, tools and power boards were distributed, VCR's were made available, training continued, and counseling was available. On week seven, the microchip boards were distributed, training continued, and counseling remained available. On the eighth week, attendance forms were collected again by the Project Director for supportive service funds, training continued as before and counseling was available. On the tenth week, employability skills training came to an end and the survey was administered by the Project Director for the third and final time. Survey results from all three administerings were then compared for signs of improvement. Microcomputer training continued on for another two months, culminating in job placement.

After each survey was administered, the Project Director tabulated individual scores and then a class average. At the end of the ten weeks and after all the surveys had been administered, the Project Director checked the averages for evidence of improvement in self-esteem and decreased anxiety among the

participants. The administering of the survey three times during the program as well as the use of counseling records helped to monitor progress.

CHAPTER IV

Results

Evaluation was accomplished through the use of a pre-post survey developed by the writer. The survey answers were based on a scale of one to four. After each administration of the survey, averages for points in self-esteem and anxiety levels were tabulated. Next the class averages were figured. By the end of the program, three sets of survey results existed. These were compared for signs of program success.

Each survey was filled out anonymously by the participants for confidentiality purposes. The survey asked the participants to rate themselves in several areas having to do with self-esteem and anxiety. Their ratings were then averaged in both areas and these numbers were used to arrive at a class average for both self-esteem and anxiety. A copy of the survey appears in the appendix of this report. (See Appendix B)

The first survey was administered during the first week of the program for purposes of a preassessment. The results of this survey showed that on a scale of one to four, with one being low and four being high, the participants had an average self-esteem score of 2.41 and an anxiety score of 2.81. At this time, the program proceeded as planned through the midway point. Midway through the program, the survey was administered again. This survey showed a decrease in self-esteem of .1 and a decrease in anxiety of .3. Taking margin of error into consideration, there was not a marked change in either score. The writer decided

that some program changes were necessary for these scores to show improvement. Therefore, a full-time counselor and an additional full-time job developer were hired by the writer. In addition, a specific time was set aside each week for discussing group problems with the participants. The author felt that these measures would increase availability of vital services to the participants. Additionally, the new job developer was asked to spend more time each week practicing employability skills with the group. It was hoped that this extra practice would increase the comfort of the participants regarding these skills and, therefore, decrease their anxiety about acquiring a job. At the end of the practicum, the survey was administered for the third and final time as a post-assessment. The results showed an increase of .25 from the preassessment in self-esteem and a decrease of .23 in anxiety.

The writer realized during the implementation of this program that a measure for healthy anxiety could have been built into the survey. It became evident that some anxiety is necessary to move people toward change. Also, room for anxiety that came with the end of the program and therefore the start of the job search, could have been built into the final survey. Counselor notes from both the writer and the full-time counselor showed a shift in the cause of anxiety from returning to school after many years to the transition into the job search. Of the 23 original participants, four have already acquired jobs and twelve have decided to remain at the institution for further training which will culminate either in a vocational certificate or an associate of science degree.

CHAPTER V

Recommendations

As the author found that much anxiety will be present in students who are not only returning to school after a long absence, but who are also entering a new technological field due to unemployment, it became evident that ways to manage and work with anxiety would be beneficial. Individual counseling was not only a factor in reducing anxiety and raising self-esteem, but also a factor in targeting and working with the cause. In the future, group counseling could help participants to feel that they are not alone in this predicament. It would also allow for valuable networking time. For instance, participants may be able to help each other with finding jobs as well as personal needs such as car-pooling and day care resources. A stress management program might also be of value. It also seemed that participants felt better about themselves when they were given additional time to practice employability skills. Also, the computer labs were opened full-time to allow participants to practice their technical skills to their own satisfaction.

The results of surveys from this practicum will be distributed to all program staff, so that they may see what effect their work has had on the program outcomes. The staff played an important role in providing the supportive services necessary to keep participants feeling good about themselves and their work. Monitoring the effects of the staff's work on the participants led to the staff's increased awareness of their job performance as well as recommendations for future program improvement.

Since the beginning of this practicum, this program has been successfully started on one additional campus of the college, and the writer's program has been called upon for guidance. Because this problem is appearing all over the United States, this program will serve as a model for the rest of the country.

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Appendix A

Counseling Documentation Form

COUNSELING DOCUMENTATION

Client: _____ SS# _____

Program: _____

	Date	Topic	Recommendation/Action Taken	Counselor Signature
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Appendix B

Survey Form

Appendix B
Survey Form

DO NOT WRITE YOUR NAME ON THIS SURVEY

PROGRAM_____

CHECK ONE BEGINNING OF PROGRAM_____

MIDDLE OF PROGRAM _____

END OF PROGRAM _____

PART I

Fill a number in the blank based on the following scale:

1-Poor 2-Fair 3-Good 4-Excellent

1) I feel _____ about my life situation today.

2) I feel _____ about myself today.

3) I feel _____ about the effect that my work in this program will have on my future employment situation.

Part II

Fill a number in the blank based on the following scale:

Low High

1 2 3 4

1) My anxiety level regarding participation in this program is_____.

2) My anxiety level regarding my life situation at this point in time is_____.

Below this point for office use only_____

Part I _____ Part II _____

Appendix C

Application for Admission

CAMPUS ADDRESS TELEPHONE DISTRICT ADMISSIONS AND REGISTRATION SERVICES

COMMUNITY COLLEGE

Application for Admission to Vocational Credit Courses and Programs

PLEASE TYPEWRITE OR PRINT CLEARLY INFORMATION REQUESTED

PERSONAL INFORMATION •

SOCIAL SECURITY NUMBER ☐☐☐ ☐☐ ☐☐☐☐ FEMALE MALE AGE BIRTH DATE MO/DAY/YR

LAST NAME FIRST MIDDLE FORMER NAME

PERMANENT STREET ADDRESS CITY STATE ZIP CODE

DAY PHONE NUMBER EVENING PHONE NUMBER

HIGH SCHOOL GRADUATION OR GED DATE _____ OR ☐ I AM NOT A HIGH SCHOOL GRADUATE

PLEASE PROVIDE THE FOLLOWING RACE/ETHNIC DATA WHICH IS REQUIRED BY THE U.S. DEPARTMENT OF EDUCATION •

☐ AMERICAN INDIAN OR ALASKAN NATIVE ☐ ASIAN OR PACIFIC ISLANDER ☐ BLACK ☐ WHITE

IS YOUR ETHNIC HERITAGE HISPANIC? ☐ YES ☐ NO

PLEASE INDICATE YOUR NATIVE LANGUAGE ☐ ENGLISH ☐ SPANISH ☐ OTHER – PLEASE INDICATE _____

CITIZENSHIP STATUS ☐ U.S.A ☐ PERMANENT RESIDENT ☐ REFUGEE ☐ ASYLEE/APPLICANT

☐ VISA STUDENT – INDICATE TYPE VISA _____

ENROLLMENT INTENTIONS •

I WILL ATTEND MONTH ___ YEAR ___ BEGINNING INDICATE TERM

☐ FALL (AUG.-DEC.) ☐ WINTER (JAN.-APR.)
☐ SPRING (MAY-JUNE) ☐ SUMMER (JUNE-JULY)

CAMPUS PREFERRED → ☐ MEDICAL CENTER CAMPUS ☐ NORTH CAMPUS ☐ SOUTH CAMPUS ☐ ☐ CAMPUS

OR INDICATE OUTREACH LOCATION _____ **AND SELECT HOME CAMPUS ABOVE**

VOCATIONAL CERTIFICATE AND PROGRAM SELECTION •

☐ I INTEND TO COMPLETE THE FOLLOWING VOCATIONAL CREDIT PROGRAM _____
SELECT FROM PROGRAMS LISTED ON REVERSE SIDE PROGRAM CODE

☐ I AM INTERESTED IN SPECIFIC VOCATIONAL COURSES ONLY AND DO NOT INTEND AT THIS TIME TO COMPLETE A VOCATIONAL CREDIT PROGRAM.

FLORIDA RESIDENT STATEMENT •

☐ I certify that I qualify as a Florida resident for tuition purposes and that I have resided in Florida as a permanent resident for the past twelve months or longer.

OR

☐ I have not resided in Florida as a permanent resident for the past twelve months.

I DECLARE UNDER PENALTY OF PERJURY PUNISHABLE BY LAW AS A MISDEMEANOR UNDER SECTION 837.06 F.S. THAT THE FOREGOING IS TRUE AND CORRECT.

GOOD CONDUCT AND CITIZENSHIP • Applicants who have experienced disciplinary problems at educational institutions or with other authorities (not including minor traffic violations) shall state circumstances on a separate sheet to be included with this application. This information will not necessarily exclude applicants for admission, will be handled confidentially and will permit counseling assistance to be offered by the college.

I CERTIFY ALL STATEMENTS GIVEN IN THIS APPLICATION ARE TRUE AND ACCURATE TO THE BEST OF MY KNOWLEDGE. I AGREE TO ABIDE BY THE RULES AND REGULATIONS OF MIAMI-DADE COMMUNITY COLLEGE. I UNDERSTAND THE COLLEGE IS AUTHORIZED TO OBTAIN FLORIDA PUBLIC SCHOOL RECORDS AND TEST SCORES ELECTRONICALLY, IF AVAILABLE.

STUDENT SIGNATURE REQUIRED • → _____
DATE

IS AN EQUAL ACCESS/EQUAL OPPORTUNITY COMMUNITY COLLEGE AND DOES NOT DISCRIMINATE ON THE BASIS OF HANDICAP.

AR FORM 1 (1/90)

Appendix D

Child Care

EMPLOYMENT AND TRAINING CONSORTIUM
JOB TRAINING PARTNERSHIP ACT
CHILD CARE REFERRAL FORM

CHILD CARE PROVIDER: YWCA - (1 block north & 2 blocks west of

PROVIDER CONTACT:
PHONE:

APPOINTMENT TIME & DATE: _____

PARTICIPANT'S NAME: _____ PARTICIPANT'S AGE: ____
YOUTH____ ADULT____

SOCIAL SECURITY #: _____ - _____ - _____

CHILD(REN)'S NAME(S): _____ # OF CHILDREN: _____

AGES: _____

_____ _____

ADDRESS: _____ _____

PHONE #: _____

NAME & ADDRESS OF REFERRING AGENCY: _____

TRAINING STATUS: ____ ACTIVE ____ TERMINATED & WORKING (*)

DATE OF ENROLLMENT IN TRAINING: __/__/__

EXPECTED DATE OF TERMINATION: __/__/__

FUNDING TITLE: _____

SIGNATURE: _____

* CERTIFIED PARTICIPANTS WHO ARE WORKING MAY RECEIVE FREE CHILD CARE FOR 90 DAYS AFTER SUCCESSFUL TERMINATION.

PRINT NAME: _____

PHONE: (305) _____ - _____

DATE: _____ /_____ / _____

COMMENTS: _____

_____

_____

BRING WITH YOU:

_____ This form
_____ Proof of relationship (Child's Birth Certificate or Medicaid Card)
_____ Copy of intake forms from counselor
_____ Physical (HRS 3040 - yellow) with immunizations (age 0-5 only)

Appendix E

Material and Book Voucher

PIC

OFFICE OF JOB TRAINING COORDINATION
140 WEST FLAGLER STREET, ROOM 1603
MIAMI, FLORIDA 33130
(305) 375-5304

EDWAA Voucher for
Tuition, Fees, and Related Charges

The student named on the attached voucher has been approved for retraining under the auspices of the Economic Dislocated Workers Adjustment Assistance Act (EDWAA), funded by the U.S. Department of Labor. These funds are administered locally by the Private Industry Council of South Florida (PIC) and the South Florida Employment and Training Consortium (SFETC). Miami Dade Community College has executed an Agreement with the PIC/SFETC to allow our trainees to enroll and to have all charges billed to us or to one of the Service Providers under contract to us.

This voucher authorizes you to enroll the student named below in Section I, in the courses specified in Section II, and to bill all tuition, fees, testing charges, registration/admission fees, and associated costs to the Service Provider specified in Section III. A separate voucher will be provided to your bookstore to cover the costs of required textbooks and other materials.

If you require further clarification, you may wish to contact the following:

Tom Halloran
MDCC/North Campus
347-1668

Carmen Pardinas
City of Hialeah/HAYES Program
883-6925

Harriet Spivak
PIC/SFETC
375-5304

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PIC

OFFICE OF JOB TRAINING COORDINATION
140 WEST FLAGLER STREET, ROOM 1603
MIAMI, FLORIDA 33130
(305) 375-5304

EDWAA INITIATIVE
Tuition Voucher Application

Name _____ YOU MUST ALSO

Social Security # _____ COMPLETE THE

Address _____ BACK OF THIS FORM

_____

Zip Code _____

Telephone No. _____

==========

I have reviewed the retraining opportunities available to me and request review and approval of the course of study outlined below to prepare me for employment as a (an) _____.
(Occupational Title)

Educational Institution: 1._____ Campus_____

2._____ Campus_____

Program of Study: _____
(Name of Degree, Certificate, or Occupational Program)

I have carefully researched my training options and have selected the above "Program of Study". I understand that I may not be able to change programs once I begin training.

X_____

Contact at Educational Institution Who Advised You on This Course of Study:

Name _____

Department _____

Telephone No. _____

Start Date _____

Registration Deadline _____

Approximate Duration _____

Approximate Cost for Tuition, Fees, and Books as Described to You by the Educational Institution _____

ATTACH COURSE LISTING FOR THE ENTIRE PROGRAM FOR WHICH YOU ARE APPLYING PROVIDED BY THE EDUCATIONAL INSTITUTION. (PLEASE USE COURSE NUMBERS AND FULL NAMES. DO NOT USE ABBREVIATIONS OF COURSE NAMES.)

Mail this application to: EDWAA INITIATIVE
PIC/Office of Job Training Coordination
140 West Flagler St., Suite 1603
Miami, Fl 33130

Your application will be reviewed as quickly as possible. You will be contacted by telephone with the results of this review and with information about how to proceed. IF YOU HAVE NOT COMPLETED THIS FORM CORRECTLY YOUR APPLICATION WILL BE DELAYED.

60.dn

EDUCATIONAL BACKGROUND (Check all that apply)

_____ High School _____

_____ GED _____

_____ 2 Year Community College _____
(Specify AA/AS and major)

_____ Bachelors Degree _____
(Specify major/minor)

_____ Post College Studies _____
(Specify)

_____ Other Degree (s) _____
(Specify)

_____ Other specialized
Training or Certificates
(Specify) _____

When last in school? _____

WORK EXPERIENCE

Summarize all employment in the last 20 years, starting from the most recent. List job title, employer, and number of years in that position.

JOB TITLE	EMPLOYER	No. OF YEARS

60.dn

PIC

OFFICE OF JOB TRAINING COORDINATION
140 WEST FLAGLER STREET, ROOM 1603
MIAMI, FLORIDA 33130
(305) 375-5304

EDWAA INITIATIVE
Tuition Voucher Application

Name _____

Social Security # _____

Address _____

_____

Zip Code _____

Telephone No. _____

YOU MUST ALSO COMPLETE THE BACK OF THIS FORM

==========

I have received the retraining opportunities available to me and request review and approval of the course of study outlined below to prepare me for employment as a (an) _____.
(Occupational Title)

Educational Institution: _____

Program of Study: _____
(Name of Degree, Certificate, or Occupational Program)

Contact at Educational Institution Who Advised You on This Course of Study:

Name _____

Department _____

Telephone No. _____

Start Date _____

Registration Deadline _____

Approximate Duration _____

Approximate Cost for Tuition, Fees, and Books as Described to You by the Educational Institution _____

Attach course listing provided by the educational institution or list courses per semester on the back of this form as described to you by the educational institution. (Please use course numbers and full names. Do not use abbreviations of course names.)

Indicate planned schedule of courses (Check as many as apply)

Day_____
Evening_____
Weekends_____

Mail this application to: EDWAA INITIATIVE
PIC/Office of Job Training Coordination
140 West Flagler Ave., Suite 1603
Miami, Fl 33130

Your application will be reviewed as quickly as possible. You will be contacted by telephone with the results of this review and with information about how to proceed.

60.dn

EDUCATIONAL BACKGROUND (Check all that apply)

_____ High School _____

_____ GED _____

_____ 2 Year Community College _____
(Specify AA/AS and major)

_____ Bachelors Degree _____
(Specify major/minor)

_____ Post College Studies _____
(Specify)

_____ Other Degree (s) _____
(Specify)

_____ Other specialized
Training or Certificates
(Specify) _____

When last in school? _____

WORK EXPERIENCE

Summarize all employment in the last 20 years, starting from the most recent. List job title, employer, and number of years in that position.

JOB TITLE	EMPLOYER	No. OF YEARS

60.dn

Appendix
Material and Book Voucher

PIC

OFFICE OF JOB TRAINING COORDINATION

EDWAA Voucher for
Tuition, Fees, and Related Charges

The student named on the attached voucher has been approved for retraining under the auspices of the Economic Dislocated Workers Adjustment Assistance Act (EDWAA), funded by the U.S. Department of Labor. These funds are administered locally by the Private Industry Council of South Florida (PIC) and the South Florida Employment and Training Consortium (SFETC). Miami-Dade Community College has executed an Agreement with the PIC/SFETC to allow our trainees to enroll and to have all charges billed to us or to one of the Service Providers under contract to us.

This voucher authorizes you to enroll the student named below in Section I, in the courses specified in Section II, and to bill all tuition, fees, testing charges, registration/admission fees, and associated costs to the Service Provider specified in Section III. A separate voucher will be provided to your bookstore to cover the costs of required textbooks and other materials.

If you require further clarification, you may wish to contact the following:

PIC/SFETC

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PIC

OFFICE OF JOB TRAINING COORDINA

EDWAA INITIATIVE
Tuition Voucher Application

YOU MUST AI
COMPLETE T
BACK OF THIS FO

Name Clara C. ___

Social Security # ___

Address 1760 c ___

Apt 807, ___

Zip Code ___

Telephone No. ___

I have reviewed the retraining opportunities available to me and reque review and approval of the course of study outlined below to prepare me f employment as a (an) Computer Support Specialist.
(Occupational Title)

Educational Institution: ___

Program of Study: Business Software Applications (Va
(Name of Degree, Certificate, or Occupational Program)

Contact at Educational Institution Who Advised You on This Course of Study:

Name Jeff Rosenberg

Department Bus. + Tech

Telephone No. ___

Start Date MAY 13

Registration Deadline Now

Approximate Duration 1 year

Approximate Cost for Tuition, Fees, and Books as Described to You by Educational Institution Voucher #30 credit Hour

ATTACH COURSE LISTING PROVIDED BY THE EDUCATIONAL INSTITUTION OR LIST COUR[redacted]ER ON THE BACK OF THIS FORM AS DESCRIBED TO YOU BY THE EDUCATIO[redacted]TITUTION. (PLEASE USE COURSE NUMBERS AND FULL NAMES. DO NOT [redacted]EVIATIONS OF COURSE NAMES.)

Indicate planned schedule of courses (Check as many as apply)

Day ✓

Evening ✓

Weekends ___

Mail this application to: EDWAA INITIATIVE
PIC/Office of Job Training Coordination

Your application will be reviewed as quickly as possible. You will contacted by telephone with the results of this review and with informati about how to proceed.

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PIC

OFFICE OF JOB TRAINING COORDINATK

EDWAA Voucher for
Tuition, Fees, and Related Charges

I. Student Information

NAME:

SOC. SEC. NO.:

ADDRESS:

TELEPHONE NO.:

II. Approved Courses

Educational Institution:

Term:

Approved Courses:

III. Agency/Department to be Billed for Vouchered Training Costs

Agency Name: Lutheran Ministries

Address:

Telephone No.:

Contact:

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Approved for PIC

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Appendix F

Employability Development Plan

EMPLOYMENT AND TRAINING CONSORTIUM / PRIVATE INDUSTRY COUNCIL OF EMPLOYABILITY DEVELOPMENT PLAN

Date _____ Career Opportunity Center _____

A. LAST NAME _____ FIRST NAME: _____ MI _____ TELEPHONE _____

SS# _____ AGE _____ SEX _____ HIGHEST GRADE COMPLETED _____ LAST YEAR ATTENDED _____

LANGUAGE(S) SPOKEN:
- ☐ English
- ☐ Spanish
- ☐ Other

ENGLISH PROFICIENCY:
- ☐ Adequate
- ☐ Limited
- ☐ None

EXPRESSED EMPLOYMENT/TRAINING INTERESTS

B. DATE OF ASSESSMENT ACTIVITY | ASSESSMENT ACTIVITY TABE | RESULT OF ASSESSMENT ACTIVITY (Reading) / (Math) / (Lang.) OVERALL

_____ | _____ | _____

_____ | Stanford _____ | _____

_____ | Other (Specify) _____ | _____

C. PRIOR TRAINING COMPLETED _____ CERTIFICATE/LICENSES _____

_____ _____

D. IDENTIFIED SKILLS | IDENTIFIED EMPLOYMENT GOALS SHORT TERM / LONG TERM | BARRIERS TO ACHIEVING EMPLOYMENT GOALS

_____ _____ _____

E. Staff Assessment of Participant's Readiness to succeed in a Job Interview. Based on Observations During COC Interview.

1. How ready is the participant to successfully go on a job interview and get hired? (Circle one)

1 2 3 4 5 6 7 8 9 10

May never be placeable in a good job — May be able to get a good job after brushing up on interviewing skills. — Could get a job today.

2. Attitude: ☐ Good ☐ Needs Improvement (If needs improvement, explain.) _____

3. Self-Esteem/Self Confidence: ☐ Good ☐ Needs Improvement (If needs improvement, explain.) _____

4. Ability to sell himself/herself: ☐ Good ☐ Needs Improvement (If needs improvement, explain.) _____

5. Attendance: ☐ Good ☐ Needs Improvement (If needs improvement, explain.) _____

6. Motivation/Level of Effort/Quality of Expected Performance in Following Through (to get the skill needed to achieve goals and secure desired employment).

1 2 3 4 5 6 7 8 9 10

Low — Moderate — High

Circle one rating above and explain: _____

F. This Applicant is being Referred to:

_____ (Service Provider) _____ (Activity) _____ (Training Area)

In order to achieve his/her employment goals.

_____ (Date Completed) _____ (Signature of Applicant) _____ (Signature of Staff)

TO BE COMPLETED BY SERVICE PROVIDER UPON ENROLLMENT

- ☐ This participant has been enrolled in the Service Provider, activity and training area as stated above.
- ☐ This participant has been enrolled instead in _____ (Service Provider) _____ (Activity) _____ (Training Area) in order to better achieve his/her employment goals.

_____ (Date Completed) _____ (Signature of Service Provider Staff)

EDP Revisions: If any portion of this section has changed, please state the reasons:

_____ _____ (Date)

_____

SUPPORTIVE SERVICE NEEDS

- ☐ Transportation ☐ Meal Allowance
- ☐ Child Care
- ☐ Other _____ (Specify)

824 74-10 Rev. 12/89 METRO-DADE/GSA MAT MGT

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Appendix G

Attendance Form: Participant Daily Time Sheet

PARTICIPANT DAILY TIME SHEET

SERVICE PROVIDER: _____

TRAINING AGENT: _____

FOR PERIOD: FROM _____ TO _____

✓ = PRESENT

0 = ABSENT

LAST NAME, FIRST NAME S.S. #	DATE																								
	DAY	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T
NAME:																									
SIGNATURE																									
NAME:																									
SIGNATURE:																									
NAME:																									
SIGNATURE:																									
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NAME:																									
SIGNATURE:																									

I HEREBY CERTIFY THAT THESE ATTENDANCE RECORDS ARE CORRECT.

_____

TRAINING AGENT'S CERTIFICATION

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Appendix H

Financial Aid Form

Application for Federal Student Aid

1990-91 School Year

FORM APPROVED
OMB NO. 1840-0110
APP. EXP. 6/30/91

U.S. Department of Education
Student Financial
Assistance Programs

NOTICE

You can use the ***FREE*** "Application for Federal Student Aid" (AFSA) to apply for financial aid from **Federal student financial aid programs.** However, for most State and private aid programs you will have to fill out other forms. To find out more about which form you should use, contact your high school counselor, financial aid office, or State scholarship agency. You'll find more information about Federal student aid programs on this page.

Be sure to read "Information on the Privacy Act and Use of Your Social Security Number" on page 12.

WARNING: You must fill out this form accurately. **The information which you supply can be checked** by your college or by the U.S. Department of Education.

You may be asked to provide U.S. income tax returns, the worksheets in this booklet and other information. If you can't or don't provide these records, you may not get Federal aid. If you get Federal student aid based on incorrect information, you will have to pay it back; you may also have to pay fines and fees. If you purposely give **false or misleading information** on your application form, you may be fined $10,000, receive a prison sentence, or both.

What Is This Application For?

You can use the form in this booklet as the first step in applying for student financial aid from five student assistance programs. These are offered by the U.S. Department of Education.

The five Federal student assistance programs can help you pay for most kinds of education after high school. The aid is available if you are attending a professional school, a vocational or technical school, or college. This application is for Federal student financial aid for the 1990-91 school year (July 1, 1990 - June 30, 1991).

The information on this page will answer some of your questions about these five programs. However, for more information on Federal student financial aid, see **"Additional Information On The Federal Student Financial Aid Programs"** on page 10. The instructions in this booklet will tell you what information you have to provide on the form. If you have any questions after you have read the instructions, seek help. Talk to your high school counselor or the financial aid administrator at the school you want to attend.

Who Can Get Aid From The Five Federal Student Financial Aid Programs?

Eligibility Requirements ↓	Pell Grants	Stafford Loans (Formerly Guaranteed Student Loans [GSL])	Supplemental Educational Opportunity Grants SEOG)	College Work Study (CWS)	Perkins Loans
Undergraduate	Yes	Yes	Yes	Yes	Yes
Graduate	No	Yes	No	Yes	Yes
At least half-time	Yes*	Yes	Yes*	Yes*	Yes*
Must pay back	No	Yes	No	No	Yes
Must be a U.S. citizen or eligible noncitizen	Yes	Yes	Yes	Yes	Yes
Must be registered with the Selective Service (if required)	Yes	Yes	Yes	Yes	Yes
Must have financial need	Yes	Yes	Yes	Yes	Yes
Must attend a participating school	Yes	Yes	Yes	Yes	Yes
Must be working toward a degree or certificate	Yes	Yes**	Yes	Yes	Yes
Must be making satisfactory academic progress	Yes	Yes	Yes	Yes	Yes
Must not be in default or owe a refund on a Federal grant or educational loan	Yes	Yes	Yes	Yes	Yes
Having a Bachelor's degree makes applicant ineligible	Yes	No	Yes	No	No
Conviction of drug distribution or possession may make student ineligible	Yes	Yes	Yes	Yes	Yes

* In some cases, students going to school less than half-time may be eligible. Check with your financial aid administrator.

** In some cases, students don't have to be in a degree or certificate program. Check with your financial aid administrator.

DEADLINE: May 1, 1991

We must ***receive*** your form by May 1, 1991. Schools may have ***earlier deadlines*** you will have to meet. You should apply as early as possible. Mailing in your form is only the first step in applying for Federal student aid.

BEST COPY AVAILABLE

Appendix I

Job Application Completion Form

BEST COPY AVAILABLE

APPLICATION FOR EMPLOYMENT

Dept.
Interviewer
Date

EQUAL OPPORTUNITY EMPLOYER

Name (Please Print) Last First Middle Initial

Social Security Number

Street Address | City and State | Zip Code

Telephone Number | Area Code | Date of Birth

"The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to persons at least 40 but less than 65 years of age."

Marital Status: ☐ Single ☐ Married

Are you a Citizen of the U.S.A.? ☐ Yes ☐ No

If not, on what kind of a permit are you now in the country?

Visa Number

Have you ever been employed by Burdine's? ☐ Yes ☐ No

If yes, last leaving date and name under which employed.

Relatives employed in Burdine's? ☐ Yes ☐ No

Name/Relationship

Military Service ☐ Yes ☐ No

If yes, present status

How long have you lived in this city? ____ Years ____ Months ____ Days

Do you have a chronic ailment or dangerous disease? ☐ Yes ☐ No

If yes, explain.

Have you ever been treated for hernia, back trouble, bone or joint disease, any emotional or mental disorder? ☐ Yes ☐ No

If yes, explain.

Have you ever been injured in an accident? Yes ☐ No

If yes, explain.

Have you ever received Worker's Compensation? ☐ Yes ☐ No

If yes, explain.

Are you attending school now? ☐ Yes ☐ No

If yes, name of school.

Name of High School.	Address	Highest grade completed?	Date completed
Name of College.	Address	Major area of study	Years completed / Type of degree
Other education.	Address	Major area of study	Years completed / Type of degree

Special Skills.
Other _____
Typing _____ WPM _____
Shorthand _____ WPM _____

Foreign Language. _____

Are you looking for: (Check one)
☐ Permanent Work
☐ Temporary Work

Are you available for: (Check one)
☐ Full Time
☐ Part Time
☐ On Call

Position Desired
1. _____
2. _____
3. 52

Hours available for work.

DAY	FROM	TO
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

APPLICATION - PRINT IN PENCIL ONLY

ETA-5

WORK HISTORY — Present or Last Employer First - List the three most significant jobs you have held

19 Company Name	38	Job Duties	
39 Job Title	54 City 55 60	61-62 Time (Months) on Job	
63-66 Date Job Ended MONTH (00-12) YEAR	67 Salary Dollars Cents	74 (Circle One) 1 Hour 4 Month 2 Day 5 Year 3 Week 0 Other	75 Reason for Leaving (Circle One) 1 Lay Off 4 Job Ended 2 Quit 3 Fired 5 Other
		Machines, Tools, Equipment Used	

19 Company Name	38	Job Duties	
39 Job Title	54 City 55 60	61-62 Time (Months) on Job	
63-66 Date Job Ended MONTH (00-12) YEAR	67 Salary Dollars Cents	74 (Circle One) 1 Hour 4 Month 2 Day 5 Year 3 Week 0 Other	75 Reason for Leaving (Circle One) 1 Lay Off 4 Job Ended 2 Quit 3 Fired 5 Other
		Machines, Tools, Equipment Used	

19 Company Name	38	Job Duties	
39 Job Title	54 City 55 60	61-62 Time (Months) on Job	
63-66 Date Job Ended MONTH (00-12) YEAR	67 Salary Dollars Cents	74 (Circle One) 1 Hour 4 Month 2 Day 5 Year 3 Week 0 Other	75 Reason for Leaving (Circle One) 1 Lay Off 4 Job Ended 2 Quit 3 Fired 5 Other
		Machines, Tools, Equipment Used	

1-9 SOCIAL SECURITY NUMBER | 10 Matching Regist 1 Match 2 Fed Use | 11 Summer Youth 1 Yes | 12 TC 2 | 13-14 CC 80

15-28 NAME Last (Space) First (Space) Middle Initial

19-38 Address Number and Street (Leave space between)

39-48 City | 49-50 State | 51-55 Zip Code

56-65 Telephone Number Area Code | 29 Sex 1 MALE 2 FEMALE | 30-33 BIRTHDATE MONTH YEAR

High School Diploma? ☐ Yes ☐ No
College Degree? ☐ Yes ☐ No
Type of Degree: Major:

34-35 Highest School Grade Completed (Enter 00 - 19)

If needed for work, do you have:
☐ Auto ☐ Truck
☐ Chauf. Lic. ☐ Work Tools ☐ Driver's Lic. ☐ ICC Lic.
☐ Uniforms

Special/Vocational Training
Type of Course
Certificate or License ☐ Yes ☐ No
Year Completed

Selective Service Reg ☐ Yes ☐ No

Would you relocate? ☐ Yes ☐ No
Travel to Work? ☐ Yes ☐ No
How far? miles

Number in family including self?

Family Earnings
Yearly Income $

Income earned from:
☐ Farm ☐ Non-farm

Explain any job related function that you could not perform because of mental or physical limitations.

County of Residence

FOR OFFICE USE ONLY (Do not write in this block)

JC	Hcp	DV	HOS	VPC	C	SV	TRA	1 Mig	2 UC	3 TJTC	4	35-36 SDA

Occupational Title | MOS | 38-47 DOT CODE

1
2
3

48-50 COUNTY | 51 ETHNIC 1 White/NH 2 Black/NH 3 Hispanic 4 Am Ind Alas Nat 5 Asian Pac Isl 6 ENA | 52 | 53 HNDCAP/DISAB 1 Hndcap (Not Disab V 2 Disab Veteran 3 Sc Disab Veteran

54 VET/OTH ELIG
"Entitled to Vet Pref as follows:
A. On Act. Duty over 180 days (or entire period) (any part) AND
Served any part between dates: From Aug 5, 1964 thru May 7, 1975, OR
Served at the time between above dates. B. Disabled, entitled to Vet Pref

55 Re Sub V 1-Yes

56 Econ Disadv 1-Yes

57 Work Hrs/Wk Mand Vol Other Type

58 FOOD STAMP 1 Reg Recipient (Not Applicable) 2 Category I 3 Category II 4 Category III (Applicable) 5 Category IV (Not Applicable)

59 SFW/MIG 1 Seas Farm Work 2 Mig Farm Work 3 Mig Food Proc

60-63 ENTRY Month, Day YR | 64 DIS WRKR 1-Yes | 65 ELIG. CLMT 1 State 2 Other 3 Exhaust Benefits 4 Fed Use | DATES (Renewal Inactivated)

66 JTPA 1-Yes | 67-70 LO OFFICE | 71-74 EMPLOYEE | 75-76 Sp. Ab. | 77

If Veteran of Armed Services Contact Interviewer/Receptionist at local JS office regarding correct form to use

ALL APPLICANTS CHECK ONE BOX AND AFFIX SIGNATURE AND DATE

☐ I certify that I am a United States citizen

☐ I certify that I am not a United States citizen, however I am legally authorized to work in the United States

I hereby apply for employment services, and certify that I am aware that personal characteristics such as birth year, sex, ethnic group and education will be entered into a computer file of the Florida Division of Labor, Employment and Training.

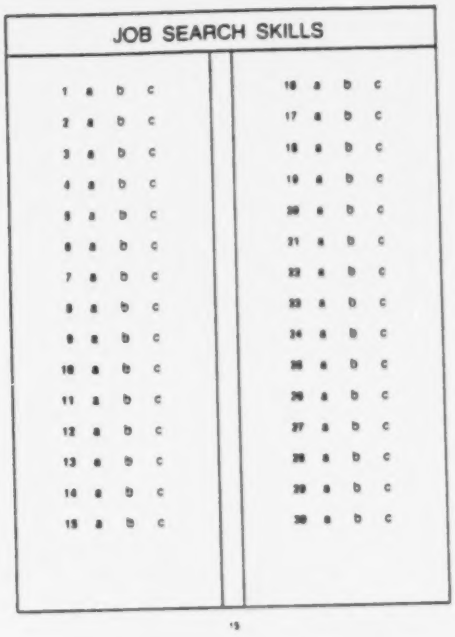
SIGNATURE _____ Date _____

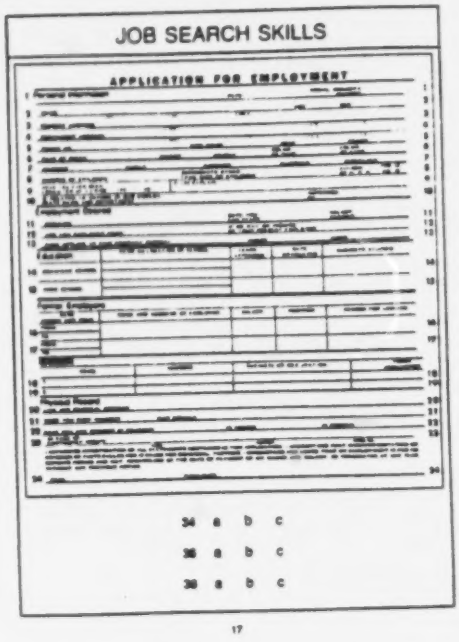
LES FORM JS-611 (Rev. 9/83) 4788

Appendix J

Job Search Skills

Test 6 Job Search Skills





SAY: Open your test book to Page 15.

Make certain that all the students are on the right page.

SAY: In this test we want to find out how much you know about getting a job. Some of the questions will be easy, and others will be hard. Be sure to answer all of the questions, even if you have to guess. I will read each test item twice, so listen carefully. Wait until I have read the item both times before marking your answer. There is only one answer for each item, so only one letter should be circled for each test item. Are there any questions? **Pause. Answer any questions.**

SAY: We will start with Number 1 at the top of Page 15.

Number 1. Which of these agencies help people find jobs?

a. the state employment office

b. United Way

c. social security office.

Repeat the item.

Number 2. The word "references" on a job application means

a. people who know you.

b. your parents' names.

c. jobs you have had.

Repeat the item.

Number 3. What jobs should you list in a resume?

a. all jobs you have had

b. only your highest-paying jobs

c. only jobs that sound important

Repeat the item.

Number 4. What do state employment agencies charge when they help you?

a. no money

b. a little money

c. a lot of money

Repeat the item.

Number 5. A resume will show an employer when you have

a. been late to work.

b. worked overtime.

c. not worked.

Repeat the item.

Number 6. A job that requires about 40 hours of work a week is called

a. permanent.

b. full time.

c. temporary.

Repeat the item.

Number 7. At the beginning of a job interview, you should

a. describe your past jobs.

b. introduce yourself.

c. describe your qualifications.

Repeat the item.

Number 8. If you cannot keep an appointment for a job interview, you should

a. always call the interviewer.

b. call only if you are sick.

c. call only if you want the job.

Repeat the item.

Number 9. Your current resume should always show

a. the dates of job interviews.

b. your correct address.

c. the jobs you applied for.

Repeat the item.

Number 10. Vacations and health insurance are called

a. working conditions.

b. fringe benefits.

c. salary and wages.

Repeat the item.

Number 11. If a job pays "piece rate," you will be paid

a. by the day.

b. by the hour.

c. for each part you finish.

Repeat the item.

Number 12. The usual place to get a job application is the

a. school counselor's office.

b. employer's office.

c. social security office.

Repeat the item.

Number 13. One fringe benefit to ask about during a job interview is

a. health insurance.

b. salary.

c. working hours.

Repeat the item.

Number 14. If a job requires you to work the "swing shift," you must work

a. mornings and afternoons.

b. mornings and evenings.

c. afternoons and evenings.

Repeat the item.

Number 15. The lowest salary you can legally be paid for a job is called the

a. minimum wage.

b. base salary.

c. hourly rate.

Repeat the item.

Find Number 16 at the top of the next column.

Number 16. A written description of your past jobs and qualifications is called a

a. recommendation.

b. reference.

c. resume.

Repeat the item.

Number 17. If you have an injured back, you should avoid

a. jobs that require lifting.

b. working full time.

c. doing any work.

Repeat the item.

Number 18. When you call about a job opening, you should immediately say

a. what your skills are.

b. the hours you can work.

c. why you called.

Repeat the item.

Number 19. The current minimum wage is about

a. $1.00 an hour

b. $3.00 an hour.

c. $5.00 an hour.

Repeat the item.

Number 20. Which of the following will probably make a bad impression at a job interview?

a. chewing gum

b. arriving early

c. asking questions

Repeat the item.

Number 21. In which part of the newspaper should you look for job openings?

a. classified section

b. "personals" section

c. business section

Repeat the item.

Number 22. When is a job application usually filled out?

a. before a job interview

b. during a job interview

c. after a job interview

Repeat the item.

Number 23. The person who hires people is called the

a. applicant.

b. employee.

c. employer.

Repeat the item.

Number 24. In a letter that you send with a job application, what is the first thing you should state?

a. your entire educational history

b. your entire work history

c. who you are and why you are writing

Repeat the item.

Number 25. When a private employment agency finds you a job, it may collect a fee from

a. the state employment agency.

b. you.

c. no one.

Repeat the item..

Number 26. If you get a civil service job, who will be your employer?

a. a labor union

b. a private business

c. the government

Repeat the item.

Number 27. Where can you get applications for some civil service jobs?

a. United Way offices

b. post offices

c. libraries

Repeat the item.

Number 28. Which of the following places usually has the most job listings?

a. school placement offices

b. labor union offices

c. state employment offices

Repeat the item.

Number 29. Which kind of job usually requires the most education?

a. professional

b. clerical

c. sales

Repeat the item.

Number 30. When sales persons are paid a percentage of their sales, they receive

a. a salary.

b. a commission.

c. an hourly wage.

Repeat the item.

Now turn to Page 16. **Pause while students turn the page.**

Directions for the next three items:

These items require some reading on the part of the students. Do NOT read the ad aloud or help the students read it.

SAY: At the top of the page is a want ad. I will ask you some questions about the ad. Read the want ad carefully. **Pause to allow students time to read the ad.**

> Receptionist/Bookkeeper for Real Estate service group. Accurate typist with experience in light bookkeeping. Salary $700. Send resume Register Guard, Box 8623.

SAY: The next three items are about the want ad you have just read. I will read each item twice and you are to circle the best answer. You may look at the want ad again if you need to.

SAY: Number 31. How much money will the person make who gets this job?

a. $700 a week

b. $700 every two weeks

c. $700 a month

Repeat the item.

Number 32. To get this job you must know how to

a. keep business records.

b. sell real estate.

c. take shorthand.

Repeat the item.

Number 33. A person who wants this job should

a. apply in person.

b. call for an appointment.

c. write a letter.

Repeat the item.

Now look at Page 17.

Appendix K

Interview Techniques

ACTIVITY

INTERVIEW DO'S AND DON'TS

For each statement below, write "yes" if the action is correct and "no" if it is incorrect.

_____ 1) Carol arrived on time for her interview.

_____ 2) Barry appeared well-groomed for his interview.

_____ 3) Ralph chain smoked during the interview.

_____ 4) Sam talked a lot about what he would like to do; as a matter of fact, the interviewer had to interrupt him several times.

_____ 5) Mary told the interviewer that she hopes she gets the job because she really needs the money.

_____ 6) When beginning the interview, Barbara introduced herself and shook hands when the interviewer offered.

_____ 7) Linda made a note of the day and the time she was supposed to call the interviewer back.

_____ 8) Most of the time Jim did not look at the interviewer when she was talking to him.

_____ 9) Mary asked the interviewer about the possibilities for advancement.

_____ 10) Ross asked the interviewer several questions about the duties of the job he was applying for.

_____ 11) After the interviewer talked with her about the nature of the job, Marie asked what fringe benefits were included.

_____ 12) Before the interviewer started to talk, John told him that he needed at least $750 a month to start and raises every six months.

_____ 13) Joan asked the interviewer whether the job was permanent or temporary.

_____ 14) Bobby walked in, looked around, and then asked, "Could you use a good painter in this joint?"

_____ 15) After the interviewer told Lisa that the job paid $3.50 per hour, Lisa asked if he knew of any companies that had jobs that paid more.

_____ 16) Betty Lou wanted to move to Orlando, and so when she called companies that had offices in that area she always asked, "May I meet you to discuss possible employment in Orlando?"

_____ 17) The first thing Leon wanted to discuss was when he could get his vacation time off and if he had to work on holidays.

_____ 18) Mary did not know what to expect from the interviewer, and so she started by saying, "I have no idea what you want to know about me."

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Appendix L

Sample Resume

Tech chronological style

Apperdix
Sample Resume

111
Ne
(212)

OBJECTIVE

To establish a career as a computer technician utilizing my mechanical aptitude, customer service skills and electronics training.

EDUCATION

~~5/87~~
4/89

Control Data Institute, New York, NY
Graduate in Computer Technology
Completed 853 hours of individualized training and hands on experience testing, operating and maintaining the CDC Cyber 18-20 computer system. Major subjects included:

- Basic Electronics
- Introduction to Computer Systems
- Central Processors, hardware and software
- Peripheral Equipment on CDC Cyber 18-20
- Microprocessors

6/72

Benjamin Franklin High School, New York, NY
Received diploma. Took course in basic programming with Dartmouth College Computer terminal.

EXPERIENCE

7/84-5/87

Briar Hill Apartments, Riverdale, NY
Doorman. Responsibilities include providing service for tenants and management including receiving packages and messages. Other duties include keeping records of building activities. Also serve as Spanish interpreter for fellow employees, management, and tenants. Utilize excellent customer relations skill in dealing with both tenants and management personnel.

7/83-7/84

Burns Security Agency, New York, NY
Security Officer. Responsibilities included surveillance of clients property. Conducted hourly tours of premises and reported appropriate information when necessary. Also responsible for surveying clients properties regarding safety standards and conditions.

6/73-1/82

Stanley Stahl Realty, New York, NY
Assistant Building Manager. Hired as elevator operator promoted to Assistant Building Manager. Was responsible for repair and maintenance of residential apartment buildings, including electrical repair, elevator control boards, plumbing, masonry, and carpentry.

HOBBIES

Enjoy video games, chess, backgammon, reading, bicycle riding, drawing.

ACHIEVEMENTS

- Art Award in Calligraphy Manuscript in High School (1971).
- Certificate of Merit from the Department of Community Medicine of the Mount Sinai School of Medicine (1972).
- Recipient of two bronze medal in Gymnastics (1970, 72).

PERSONAL DATA

New York State Drivers License.

Appendix M

Sample Cover Letter

Sample Cover Letter

September 26, 1991

Ms. A. Doe
Office Manager
Gulf Insurance Co.

Dear Ms. Doe:

Ms. Juanita Smith, Director of the Placement Office, said that you were looking for clerical help.

While attending college, I worked for Ms. Alvarez and my tasks included typing, shorthand, public contact and filing.

The attached resume highlights my education and previous experience. I am very interested in learning the insurance field.

I would like to talk with you about the possibilities of employment with Gulf Insurance Company and can be available at your earliest convenience.

Sincerely,

Maria Gonzalez

Enclosure: Resume

(m)

Appendix N

Career Planning

CAREER PLAN

PARTICIPANT'S NAME _____

CHOSEN CAREER _____

I. **Basis for Career Choice:** Why is this a good career for you? How does this career relate to each of the following?

a. Your interests _____

b. Your apptitudes _____

c. Your skills _____

d. Your personality traits _____

e. Your work values _____

f. Preferred work activities _____

g. Preferred working conditions _____

II. **Career Ladder:** What is the career ladder in this field, and what are the training and experience requirements for each step?

STEP	TRAINING & EXPERIECE REQUIRED
1.	
2.	
3.	
4.	

III. **Labor Market Information:**

a. What are the skills required for emloyment in this occupation?

b. What are the cluster of related occupations in which you can be employed if you [illegible]

Appendix O

Job Retention:

How Well Do You Work With People?

Job Retention: How Well Do You Work With People?

A great majority of people lose their jobs for one reason: they cannot get along with other people. This activity will give you some idea if you have social skills necessary to get along with other people in the job world.

Answer each of the following questions by placing an X under either "Yes" or "No."

YES	NO	
___	___	*Do you have a good attitude toward your schoolwork, classmates, and teachers? Ex: If so, you will most likely have a positive attitude towards your job, fellow employees, and employer.*
___	___	*Are you loyal to your family and friends?*
___	___	*Do you give praise to others?*
___	___	*Do you admit to your mistakes?*
___	___	*Are you a happy person?*
___	___	*Do you gossip about others?*
___	___	*Do you respect the authority of your superiors?*
___	___	*Are you interested in your school work?*
___	___	*Do you become angry easily?*
___	___	*Are you a trouble maker at home or school?*
___	___	*Are you helpful to your parents and teachers?*
___	___	*Do you laugh at others when they make a mistake?*
___	___	*Are you loud and boisterous during class?*
___	___	*Are you often late to school?*
___	___	*Are you neat and tidy in your dress*
___	___	*Do you have a quick temper??*
___	___	*Do you accept constructive criticism?*
___	___	*Do you steal or cheat others?*
___	___	*Do you always use good manners?*
___	___	*Are you careful about your school work?*
___	___	*Do you keep your mind on your work?*

Read the questions and answer them truthfully. This list will help you to see if you are ready for a job. Check the space yes, no, or sometimes.

		YES	NO	SOMETIMES
1.	Am I serious enough to hold a job?	___	___	___
2.	Am I able to follow directions?	___	___	___
3.	Am I trustworthy?	___	___	___
4.	Do I complete assignments on time?	___	___	___
5.	Do I have a sense of humor?	___	___	___
6.	Am I eager to learn?	___	___	___
7.	Will I do more than my share?	___	___	___
8.	Can I get along with other people?	___	___	___
9.	Am I usually on time?	___	___	___
10.	Do I plan to finish High School?	___	___	___
11.	Do I really want to get a job?	___	___	___
12.	Do I think all jobs are important?	___	___	___
13.	Am I willing to take a low paying job to get experience?	___	___	___
14.	Will I give up a few things to get a job?	___	___	___
15.	Am I willing to keep on learning?	___	___	___
16.	Is the/a job important to me?	___	___	___
17.	If I owned a business, would I hire myself?	___	___	___
18.	Am I able to get along with others?	___	___	___
19.	Do I know how to listen?	___	___	___
20.	Do I go to school almost every day?	___	___	___
21.	Am I cheerful?	___	___	___
22.	Am I a responsible person?	___	___	___
23.	Can I take criticism?	___	___	___
24.	Can I take advance?	___	___	___
25.	Can I take responsibility?	___	___	___
26.	Can I control my temper?	___	___	___
27.	Am I a dependable person?	___	___	___
28.	Do I have a neat appearance?	___	___	___
29.	Do I have a good attitude toward work?	___	___	___

Appendix P

Employment Verification Form

PRIVATE INDUSTRY COUNCIL OF
SOUTH FLORIDA

SOUTH FLORIDA EMPLOYMENT AND
CONSORTIUM

7200 NW 36th Street, Suite 300
Miami, Florida 33166

EMPLOYMENT VERIFICATION FORM

OJT Contract #: _____ Title _____

Date Achieved

____ 5 WORKING Days _____
____ 30 Calendar Days _____
____ 90 Calendar Days _____

Name of Service Provider Placing Participant: _____ _____

Name of Participant: _____ SS#: _____

OJT (Hire-First)

Training Occupation: _____

Date Training Began: _____

Date Training Ended: _____

OST

Training Occupation: _____

Date of OST Training: _____

Date of Certification: _____

Name of Company: _____

Address (including Zip Code): _____

To be completed by the employer

The undersigned certify that _____ was hired as an unsubsidized employee of this

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